

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XV.

ST. LOUIS, OCT., 1882

No. 10.

INTERNATIONAL COTTON EXPOSITION.

ATLANTA, GA., DEC., 1881.

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Ray's New Arithmetics,
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Harvey's Revised Grammars,
Eclectic Geographies,
Eclectic United States History,
Eclectic Copy-Books.

NORTH CAROLINA.—Harvey's Revised Elementary Grammar and Composition, and the Eclectic Copy-Books, were recently officially adopted for use in the public schools of North Carolina.

WEST VIRGINIA.—McCuffey's Readers and Speller, Ray's Arithmetics and Algebras and Harvey's Grammars are adopted for West Virginia and now in exclusive use throughout the State. The Eclectic Copy-Books are also adopted.

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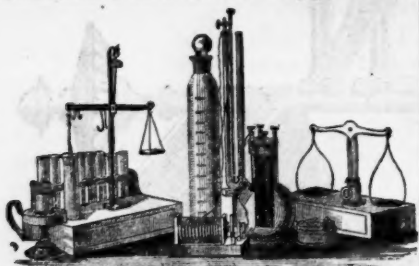
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KANSAS.

D. R. WM. BISHOP, Superintendent of Schools of Saline County, Kansas, makes the following timely suggestions as to the time of holding teachers' institutes in that State. He says:

"As to the time of holding normal institutes, let it be three or four weeks immediately preceding the opening of the public schools—none of which should commence before about the 20th of September. Thus the teachers would go into their schools fresh from the institute, and ready to apply principles and methods in actual school work.

As to who should attend, let all who intend to apply for certificates to teach the ensuing year be examined on all the branches of study prescribed by law for the different grades, at least a month or six weeks before the opening of the institute, and all whose standing would entitle them to any grade of certificate would be eligible to membership in the institute, and their attendance should be obligatory—not merely optional. No fees to be required, either for examination or registration. This charge has always seemed to us an imposition on teachers, the mass of whom are so poorly paid. We might suggest that the Legislature might appropriate one dollar to each teacher for each day in attendance.

As to the course of instruction, we should have substantially the following programme of topics:

1st. Theoretical Pedagogics, which would be an examination of principles which lie at the basis of all intellectual teaching.

2d. Practical Pedagogics, which would be a presentation of methods, as applied to each branch of study, and illustrated by model recitations.

3d. Economic Pedagogics, which would, of course, include the whole subject of school management and discipline.

4th, Historic Pedagogics, which would, as far as time would admit, be sketches in the history of culture, and in the biography of eminent educators in all lands and ages; thus opening up rich mines of literature, from which the pupil-teachers may draw treasures to adorn and glorify their profession."

NEBRASKA.

IN the *Rural Education*, published at Scribner, Neb., we find the following:

The exhibition of drawing by the Omaha high school at the State fair, should induce teachers to give this subject more attention. Geographical knowledge, art culture, practice in drawing and greater interest at home, where the work should be done, would be gained.

Under the head of "Technics," Miss Alice Emerson says:

Geography needs more thought on the part of the teacher, but one who gives it is amply repaid.

During school life great care must be taken to form correct habits in the use of language, geography and spelling, with rules and practice in composition. All these can be taught in such a way as to cultivate perception and gain knowledge at the same time, and all may be taught simultaneously with great advantage to the pupils, though the teacher often finds it impossible.

A child should be instructed in reading, writing, arithmetic, and geography from his entrance on school life. Writing needs but slate-pencil, with blackboard work by the teacher. Arithmetic requires blackboard, &c.

LOUISIANA.

THE Hon. J. L. M. Curry, general agent of the Peabody education fund, has offered, through the State Superintendent of Public Education, Hon. E. H. Fay, Baton Rouge, La., seven scholarships of \$200 each to young ladies or young men of Louisiana who desire a professional training as teachers of youth, in the best endowed normal college in the Southern States.

Applicants must at least be 17 years of age, and must present to the college at the beginning of October, certificates from the State Supt., that they are proficient in spelling, reading, penmanship, grammar and analysis, rhetoric, civil and physical geography, arithmetic, algebra, book-keeping, United States history, physiology and elements of geology; or, in other terms, should have such knowledge of these branches as will justify an omission of their continued study in the college.

Such certificate will entitle the applicant to admission to the second or middle class of the college, and enable them to complete the professional course in two years.

Two young ladies of Louisiana enjoyed these scholarships in 1878-79, and graduated with distinction. Others should now hurry forward to grasp the laurels awaiting distinguished students in the Normal College.

REV. DR. FRY, editor of the St. Louis *Christian Advocate*, says:

"The President of the Missouri State University, Dr. Laws, with the common fatality of incompetent men lifted out of their proper place, has unexpectedly furnished the testimony that ought to compel his resignation. It has been sufficiently clear to some persons for several years that he was a narrow-minded partisan."

AYER'S
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restores, with the gloss and freshness of youth, faded or gray hair to a natural, rich brown color or deep black, as may be desired. By its use light or red hair may be darkened, thin hair thickened and baldness often, though not always, cured.

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MR. C. P. BRICHER writes from Kirby, O., July 3, 1882: "Last fall my hair commenced falling out, and in a short time I became nearly bald. I used part of a bottle of AYER'S HAIR VIGOR, which stopped the falling of the hair, and started a new growth. I have now a full head of hair growing vigorously, and am convinced that for the use of your preparation I should have been entirely bald."

J. W. BOWEN, proprietor of the *McArthur (Ohio) Enquirer*, says: "AYER'S HAIR VIGOR is a most excellent preparation for the hair. I speak of it from my own experience. Its use promotes the growth of new hair, and makes it glossy and soft. The Vigor is also a sure cure for dandruff. No within my knowledge has the preparation ever failed to give entire satisfaction."

MR. ANGUS FAIRBAIN, leader of the celebrated "Fairbairn Family" of Scottish Vocalists, writes from Boston, Mass., Feb. 6, 1880: "Ever since my hair began to give every evidence of change which fleeting time procureth, I have used AYER'S HAIR VIGOR, and so have been able to maintain an appearance of youthfulness—a matter of considerable consequence to ministers, orators, actors, and in fact every one who lives in the eyes of the public."

MRS. O. A. PRESCOTT, writing from 18 Elm St. Charleston, Mass., April 14, 1882, says: "Two years ago about two-thirds of my hair came off. It thinned very rapidly, and I was fast growing bald. On using AYER'S HAIR VIGOR the falling stopped and a new growth commenced, and in about a month my head was completely covered with short hair. It has continued to grow, and is now as good as before it fell. I regularly use one bottle of the VIGOR, but now use it occasionally as a dressing."

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DR. WM. T. HARRIS,

Supt. Pub. Schools, says: "Seventy words minute by its use are written as easily as thirty with the pen. I am of the opinion that the machine is destined to come into general use in every office. It is invaluable to school superintendents. I would not be without one for a hundred times its cost."

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Printed for the Editors, by G. S. BOUTON, and
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ST. LOUIS, OCT., 1882

J. B. MERWIN, Managing Editor.
HON. R. D. SHANNON,
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ble for any views or opinions expres-
sed in the communications of our cor-
respondents.

Our associate editors are only re-
sponsible for such articles as appear
over their own signatures or initials.

We should really like to see a half
dozen more good candidates for State
Superintendent of Public Instruction
in the field, representing various im-
portant questions and issues now be-
fore the public.

OUR PARTY.

THE only party in this country to-
day that has a vital question be-
fore—a question in which all the peo-
ple are alike interested—is that led
by the AMERICAN JOURNAL OF EDUCA-
TION!

It is a party that always wins. It
is always successful—a party that is
always in power. It is the party of
intelligence against ignorance—of
strength against weakness—of suc-
cess against failure.

Intelligence pays—ignorance costs.
Intelligence wins and succeeds—ig-
norance loses and fails.

We want to make this intelligence
universal—we want to make success
universal. Our party will do this;
hence this is a vital question. Other
issues are temporary—other questions
compared with this, of educating all
the people, are insignificant. This is
the first great pressing duty of the
American people to-day—this is the
problem to solve. The solution of
this will be the solution of others.
Intelligence pays. Ignorance costs.

Whatever of success we have at-
tained; whatever progress has been
made by the people, this has come
from an intelligent use of the means
intelligence has furnished. Ignorance
hinders; ignorance limits; ignorance
does not discover, does not know how
to apply, does not make effort to help
itself or to help any one else. Intel-
ligence, in helping itself, helps others.
Intelligence wins.

We work for this. This is our
party—the party of the people, the
party of progress, the party of suc-
cess, the party of permanence.

There is room for more. Do you
want to join? The doors are open—
the platform is broad. Our party is
always "in".

In what way so cheaply, in what
way so unobjectionably can the State
help and unite its citizens, as by edu-
cation?

HON. W. E. COLEMAN, the nomi-
nee of the Democratic party for State
Superintendent of Schools in Mis-
souri, is making a canvass as effective
and earnest and honorable, as if he
was uncertain about his election—ex-
horting the people everywhere to do
just what they should do,—drop party
politics out on this subject.

He will have a majority that ought
to satisfy the highest ambition.

HON. J. P. SLADE, when he retires
from his position of State Superin-
tendent of Illinois, next January,
will take charge, as President, of El-
mira College, located at Greenville,
Bond county.

He was always successful in an ad-
ministrative office and as a teacher,
and he will carry with him the re-
spect and affection of the people of
the State, whom he has served so
honorable, so eminently, and so ef-
fectively.

Fortunately the Christian gentle-
man and the educator has not been
lost in the politician, and he leaves
this office with broader views, and
higher conceptions of the work of
the teacher.

PROF. HILL, since his nomination,
is winning, as he deserves to do, a
host of friends; and the State will
reap a great benefit from his strong,
clear and eloquent presentation of the
advantages of educating all the peo-
ple of the State. He is as enthusi-
astic and generous and hopeful as if
he expected 40,000 majority—the
other way! It is a great gain, though,
to put him on the stump, and he will
support Prof. Coleman when elected
as cordially as if he were elected him-
self.

We should like to see an anti-pro-
hibition candidate nominated for
State Supt. of Public Schools—a wo-
man's suffrage candidate—a civil ser-
vice reform candidate—a prohibition
candidate—a Mississippi River im-
provement candidate.

All these measures are important,
and need to be more carefully studied
and more thoroughly investigated.

THANKS for those reports of your
schools sent us. Our eighty columns
you see are crowded full again, and a
large amount of reading matter left
over. "That Kansas Farmer" takes
considerable room, but the farmers of
Kansas are doing such good work
that they are entitled to consideration.

KANSAS

this year, with her magnificent crops,
can feed the world.

We hope the men nominated and
elected to the Legislature of this
State will not forget the great truth
so sententiously stated by Governor
Crittenden, that "parsimony toward
education is liberality toward crime."

CENTRAL COLLEGE, at Fayette, Mo.,
Rev. E. R. Hendrix, D.D., President,
sends out a catalogue which is a great
credit to the institution.

This college takes on new life un-
der the very able administration of
Dr. Hendrix, and is a growing power
in the State. Dr. Hendrix, in addi-
tion to his ripe scholarship and broad
culture, has availed himself of exten-
sive travel abroad, and of a careful
examination of the best institutions
of the old world.

He is in full accord, too, with all
the advanced educational movements,
and of the best thinkers of the time.
His address before the State Teachers'
Association at Sweet Springs last
summer was as remarkable for its
clearness and fulness as for its ability
and exhaustiveness. It left nothing
further to be said on that phase of the
subject discussed.

To secure correct articulation and
pronunciation, the teacher must, habi-
tually and specifically, give practical
illustrations for imitation.

The press and the people are work-
ing together more and more to organ-
ize and maintain good schools.

"NINE-TENTHS DRUDGERY."

"IT is nine-tenths drudgery," was the reply of the great English painter, Turner, when some awe-stricken admirer of his pictures was almost envying him the power and skill to produce such wonderful pictures.

"Nine-tenths drudgery!" If so, then we artists in mind-culture are the happier, for our work is certainly much more agreeable. We confess to much drudgery, much tedious repetition of familiar truth, much patience with the lazy, and need of stimulus to the plodders, and self-control amidst trials from the saucy, the wilful, the cowardly, the brutal, and all the non-descripts. But, after all these extremes are taught and trained as well as possible, it does not amount to nine-tenths of our work, nor even five-tenths. The teachers are happier than the painter—less of drudgery than he.

Nine-tenth drudgery! Yet Turner painted on and on, enduring silently his disgust, or blowing it off as a relief, like steam from a safety-valve. The pictures were painted. The world was astonished. The admirers were enthusiastic. The paintings are now master-pieces, and sell at enormous prices—\$10,000, \$15,000, \$20,000 each.

So, fellow-teachers, despise the mere toil in view of your great and noble work, because it shall endure forever. The educated mind is the heir of both worlds: the present and the future. Drudge on, through all the drudgery, always looking forward to the blest result—the sure result that brings unspeakable wealth of mind to you and to your pupils.

Nine-tenths drudgery! Yes, as in the gospel: "Were there not ten cleansed? But where are the nine? There are not found that returned to give glory to God, save this Samaritan," this foreigner.

Cleansed from the perils of ignorance, the inward tendency to bestial vices, strengthened to bear the burdens of civil life, as good citizens, fathers and mothers of the next generations, healthier, wiser, better for our toil, there shall come back nine-tenths of the healed and cleansed, the vigorous race we rear, to bless our land, to gladden its homes, to multiply the benefits they receive, and that manifold. The tide of gratitude may not roll high and bright for us while we yet live. The joyful chorus of thanks to their benefactors may not be perfectly organized to strike our "dull, cold ear" on earth; but it shall follow us and long echo, and with the next generation, re-echo, and with still louder and sweeter reverberations from age to age. We shall hear it

roll upward to us in long succeeding music swells. "The countless laughter of the sea," as the Homeric phrase depicts it, when every ripple is a silvery sparkle in the sun's glancing rays—this is a symbol of our joy long ages after the drudgery has passed into triumph and reward.

Nine-tenths drudgery! That would be ninety per cent., and would be leaving only ten per cent. as clear and above drudgery. For the teacher's life and labor, we may justly maintain that nine scholars out of every ten whom we educate to any degree of culture, or of intellectual power or incipient symmetry, will be ornaments of human nature, or, at least, no dishonor to it.

THE editor of the *Pacific School Journal* says: "The true teacher will be devoted to instructing the parents in the relations which exist between education and crime, education and good citizenship, education and morals, education and success in life, the value of education to the individual and to the State, and thus the duty of the State to its youth."

"ATROCIOUS SPELLING."

THE Social Science Congress, at its last annual meeting, held at Saratoga, devoted a large share of its time and attention to the consideration of specific educational questions.

Rev. Dr. Mayo of Boston, made an elaborate address on "National Aid to Education," and Rev. H. L. Wayland of Philadelphia, talked sensibly about our

ATROCIOUS SPELLING.

He said: "If it were proposed to introduce such a system, we should cry out in amazed, indignant horror; nothing makes it tolerable for an instant, save the fact that we were born into it, and that we had become wonted to all these atrocities before we had sufficient power of reason to understand how monstrous they are. Consider the harm to the child's mind, to his reasoning powers. We say to him: 'Here is this letter; it has this sound, this force.' But he then finds that it is purely a matter of chance whether it has this sound, or something entirely different.

Suppose we should say: 'Two and two make four,' and then the child should find that if it is apples two and two make five, if marbles they make three, if plums six, and if potatoes seven.' We destroy or injure reliance on general laws, which is one of the most valuable of mental habits. In fact, that the minds of the children are not ruined, is a result that I can only explain on the basis of a Providence that watches over children and drunken people in America.

And then the injustice. The most sensible, rational, thoughtful child is the worst off. The child who hasn't an idea, who takes what he is told, who repeats a rule without thinking that it has any meaning, this child learns all the words that his memory can carry. But the child who thinks, who cannot understand how e-i-g-h-t can spell 8, who supposes that a law must have some meaning, this child is not a speller; and he is always in disgrace."

A free, self-conscious, self-controlled manhood, is to be produced only through universal public education at public cost, and as this is the object of our government, it is proper for our government to provide the means and at the cost of the people.

"Dr. Laws," says the *St. Louis Chronicle*, "must go; but that he will go of his own accord is altogether improbable. The man so lacking in discrimination as he has shown himself will not see that it is incumbent on him to resign. It will no doubt be necessary for the proper authorities to take the initiative in the matter. We need a man of broad gauge at the head of the university of Missouri."

Somehow Dr. Laws did not work this "puff" into that nine-column "agenda" either.

Organization includes classification, regulations, tactics, programme, course of study, and educational instrumentalities.

"There is nothing more frightful," says a German writer, "than for a teacher to know only what his pupils are intended to know."

THE REWARD COMES.

HEREIN is our highest reward, a full requital for efforts. Portland was the birth-place of Henry W. Longfellow; but as a city it never did anything to show love or kindness to him as a boy or as a youth. When he became pre-eminent as a poet, then Portland claimed the barren honor of being his birthplace, which he very obligingly confessed as a fact. The individuals who taught or educated or valued him in youth, were worthy of his life-long gratitude and love. The salary or school-bills are the mere outward payment. The benefactor, the friend, the teacher who inspires us to rise on loftier wing, can never be requited in full because money is no measure of its soul or its welfare. The instalments of that joyful obligation, we shall be receiving here and hereafter, forever in every possible way.

It is, rather, nine-tenths success and

glory as we labor, and rolls on in geometrical progression ever after.

John D—— is now nearly seventy-six years old. He was paid only \$15 and board at the age of 16, for a year's work on a farm. He was paid \$75 and board on another farm, the second year. He bought five acres of land for \$80, dug out stumps and bushes, and it is now as mellow and fertile as any part of his large farm cleared from the woods. He owns a large, handsome white house. He has a family of nine children living, of whom six are sons—and all are consistent church-members, as he and his wife have been these many years, and all he owns is the Lord's—Mr. D—— is only a steward. No ardent spirits, no tobacco for him. The teacher who taught him the way of such worldly success was the bible, faithfully followed. The next generation may enlarge and augment the record: "Well done, good and faithful servant." One child well taught may be a crown of endless glory.

FLY-WHEELS AND LEVERS.

BY ANNA C. BRACKETT.

WHEN a manufacturer is obliged to run his machinery with a power liable to interrupted action, so that the work would go on sometimes faster, sometimes more slowly, and be therefore unevenly done, he avails himself of some kind of a contrivance for storing up power.

His water-wheel may turn with varying power, but his fly-wheel keeps the machinery moving regularly in spite of the uncertain dash of the stream. Of course, the larger the fly-wheel is, the more steadily will the work go on, and a temporary lack of water does not interrupt or even affect in any way the play of the machinery. If the water-power were applied directly to the cutting or weaving tools we should have very uneven work, and often long spaces where there was absolutely none.

What the fly-wheel is to the manufacturer, the class is to the teacher. It is a reservoir of force from which every individual pupil receives a steady impulsion, and against which his individual struggle is in vain.

This is true in the matter of discipline. A child who is difficult to manage as an individual, becomes very docile if made a member of a well-ordered class, or still more, of a well-ordered school. And the influence is not only external; the disposition to disorder seems to be checked, and this often without a word on the part of the teacher, to that individual pupil.

Of course I do not mean to say that the class can be brought to this

state without effort on the part of the teacher. But the class is like a bank in which he deposits funds to be drawn upon as occasion shall demand—or, to go back to my original illustration, the class is the fly-wheel in which motive power is stored up, and which carries the whole work along smoothly, in spite of the occasional whims or vagaries of the varying individuals.

Many teachers exhaust themselves in vain efforts to govern without making use of this truth. Man is civilized only by becoming a community. The individual man, isolated, is a savage. So the pupil is held in order by being a member of a class, when, isolated, he might be a source of endless annoyance. Govern your class, and the class will govern the pupil.

But this principle will apply not only to the discipline of a school but to its teaching. It is the accumulated force in the class that carries along the slow pupil. And therefore it is to the lesson of the class that the teacher should mostly look. If he teaches the class, each pupil will learn. If he aims only to teach the individual, he will make but slow progress. Nor is the class a disadvantage to the quickest pupils, for, if composed wholly of such, with an enthusiastic teacher to spur it on, it would soon consume itself like the mouse in the jar of oxygen. The balance wheel of the slow pupils is needed to keep the motion from being too rapid and tearing the machinery to pieces.

A GRAND SUCCESS.

MISS BLOW has won another substantial success in her kindergarten work in St. Louis which will, and ought to, attract attention in other cities.

An intelligent correspondent of the *Globe-Democrat* gives the following account of the opening exercises of a kindergarten for

COLORED PUPILS

in St. Louis:

"The Board of Public Schools, recognizing that justice should be done to all alike, have given to our colored citizens the advantages of a kindergarten in connection with their public schools. A large and convenient room has been fitted up in school-building No. 1, Lucas avenue, near Fourteenth, and every facility will be afforded to make the new undertaking successful.

Nearly 100 little ones, from 5 to 8 years of age, boys and girls, neatly clad, and presenting evidences of proper care, marched into the room, two by two and hand in hand; an expression of interest and curiosity on every face, not one child present hav-

ing ever witnessed or taken part in the exercises. A lady presided at the piano, and at sound of a march the children passed several times around the room, keeping step admirably and were then placed in a circle by those leading them.

Miss Pavey, a young teacher, whose energy and strength were thrown at once into her task (and with marked success), then began the first purpose of developing from the children themselves the underlying thoughts to which they should give outward form and expression through their own activity. Here was the germ, and here the first fruit of the method; nothing was mosaicked into the child's mind, but all was developed from it.

Miss Pavey, with earnest, joyous friendliness of voice and manner, closely engaged and held the attention of the children. Her first question inducing reflection and reply, led the little ones to the recognition that God should be their first daily thought, and that prayer and praise should be the first activity of mind, and heart, and voice.

The look of intelligent appreciation leaped from eye to eye until the bright faces were kindled with pleasure and expectation; the children were then instructed to fold their hands and bow their heads as outward form of reverence, and in this attitude they were taught, as their first lesson, the kindergarten opening prayer, yet not before they had themselves thought out and expressed the religious impulse that precedes utterance.

Immediately their teacher proceeded to teach the games and plays of which the children are so fond, and which embody deep truths passing out of and returning into the child's own mind, stimulating and producing growth of intellect and character with no conscious or painful effort to the child himself.

A careful perusal of Miss Blow's introduction to Miss Clara Hubbard's "Merry Songs and Games," will well repay any one wishing to know more of Froebel's system—to study that paper carefully, and then visit the kindergarten a few mornings, would be a beautiful light and revelation to many. But to return to our songs and games.

In every play Miss Pavey brought out the meaning from the children's own minds of that which they proposed to express, as for example, if the game required that the children should represent little birds, they first thought out and told all they knew of birds, imitating the motion of wings and body, becoming like happy, flying little birds, as nearly as they might; and so in everything the idea and its active representation is developed. Very simple exercises

were first entered into, but nothing was taught or learned that does not connect with something higher and still higher, until insensibly but surely the child's mind, heart and manner are carried through a systematic training that must enter more or less into future relations of life.

The kindergarten system is peculiarly appropriate and advantageous for children of the colored race; what they lack through want of antecedents of education and culture can best be made good to them in this way. It is giving them a fair and new start, that they may not so deeply miss what they have lost through the years of enforced ignorance of their parents and grandparents.

The training is admirably calculated for those who follow trade as a means of livelihood, every joint, finger, limb and feature being actively brought into service by gesture and expression needed to embody the idea of the kindergarten songs and games. The outcome of the system is both practical and refining, and the natural imitative and musical gifts of the colored children will aid them signally in appropriating and assimilating the facilities offered them through the kindergarten.

It has long been part of Miss Blow's plan and hope that the benefit of the kindergarten system should extend to the colored public schools, and the recent action of the School Board has now made the wish feasible. The hearty co-operation of Miss Laura Fisher as well as other ladies interested in the kindergarten will conduce to make this new school all that its friends could ask.

The recitation of a primary class should not continue longer than from ten to twenty minutes. Short study and recitation periods, alternating with recreation, will characterize the daily programme of the wise teacher. Furnish children with plenty of hand work, and change the work at the study-seats at short intervals, and they will not grow weary of school duties.

An education is the birth-right of every child in America, and surely it would reflect favorably upon the whole land to give to those who have but a few years to spend in the school room the full benefit of the greatest skill and widest experience.

Let this point be emphasized, that we teach language liberally in our primary schools, for upon it depends not only all fluent reading, but also the intelligent comprehension of the text in all other studies.

SUBSCRIBE for the JOURNAL. Terms, \$1 per year, in advance.

STORMY DAYS.

BY ANNA C. BRACKETT.

SOME teachers seem to fancy that a stormy day which keeps perhaps half of a class at home, is a great disadvantage, and go through the work of the day in a listless manner, which seems to imply that all the work done will have to be done over again. Such teachers make a great mistake. They forget the power of the class on the pupil. Every step gained that day with the pupils who are there will help to carry forward those who are not there when they do come. The fewer pupils the more practice for each of them, and therefore each one of them becomes a helper the next day in lifting and pushing forward the class. There is always enough to do, and we must never make the mistake of thinking that we are working only for those who are present. We are working for those who are absent quite as much.

My attention was called to this point particularly lately, by seeing an article in a contemporary paper entitled

STORMY DAYS.

The writer advocated giving up the usual lessons on such days and spending the time in general and miscellaneous exercises. It seems to me that this theory is all wrong, and implies a false conception of the function of the class with reference to the pupil.

In my own school I am hindered and embarrassed by the necessity of beginning work every year with part of my class yet in the country. But that is because the class is not yet formed. But I am in no way disconcerted by a stormy day, after the school is fairly in working order, or by the annual fact that many pupils are sent into the country before the school closes.

By that time I have the class as an institution in full working order, and I do not find that its progress is hindered by the absentees. They are fairly lifted over the quagmires when they come back, by the leverage of the class.

And if the class is not so used, it seems to me that it is a mistake to have it at all.

The first requisite is to teach the child to recognize words. Forming sentences goes hand in hand with the learning of new words; these sentences are written, and composition or pencil-talking is the result. Proceeding from objects to names teaches definitions; words that are understood become part of the child's vocabulary. The skillful teacher will give the child a broad basis of language.

THAT "KANSAS FARMER."

MR. M. H. JAQUITH, Polly Gordon, and the Springfield *Republican* are mainly responsible for the following story, and the lessons conveyed.

We print it about as we found it, after editing it slightly.

"Polly Gordon was an old maid living in Kansas; she was not born there, for the State has not been long enough settled, and I will not mention the place of her nativity—but lest the excusable State pride of

OHIO PEOPLE

be hurt, I will say it was *not* Ohio; and yet she had energy enough at any hard work that offered itself to entitle her to the presidency, if woman were eligible to that position. She was able-bodied, and in her way strong-minded, even to obstinacy. Though she "didn't b'lieve in them wimmins rights wimmin she had heered tell of," she always voted in school-meeting—the Kansas law giving that privilege to women, "Because if they mean to waste the people's money on too much schoolin' and high edicatin' I'm a goin' to do all I kin to pervert it," was her reason for voting.

She wore her clothes in the style that prevailed when she first put on long dresses, and her scanty hair from one year's end to another was twisted in a little round knot and pinded on top of the back of her head. "The fashions kin come round to me when they want to, I've no time, and ain't a goin' to run round after 'em," was her invariable reply when some friend dared to suggest an improving change. Her highest ambition on the womanly side of her nature was to have the finest colored striped rag carpets, the nicest drawn-in rugs of impossible roses and improbable cats; the whitest clothes and lightest bread of any housekeeper. She carried on a little farm, and among farmers it was her boast and pride that her calves were biggest, and pigs fattest; that her corn yielded most to the acre, and she never lost a chicken or turkey by pip or cholera. She could scarcely read or write, despised "book-larin' as no 'count towards gittin' along," and took no interest in the world outside beyond the prices of her crops and the groceries she had to buy.

Mrs. Prudence Volney, for the last four years Polly's nearest neighbor, also living on a farm—I may fearlessly add that she was from Ohio,—was a refined, intelligent woman, very fond of reading, and Polly was always lecturing her on her expensive tastes. "I do think it's so foolish in you to waste your money that way, an' spend your time too. You pay

out enough hard cash every year for such trash as would buy two or three fat calves; if you'd 'a done that way, countin' the nateral increase, you'd 'a had a herd o' cattle by this time, instid o' all this litter of books an' papers; an' you might a' drawn in a dozen rugs just like mine!"

Mrs. Volney took this advice from Polly in good part, for the maiden lady was really kind-hearted and well-disposed, and too ignorant of propriety, or the most common things pertaining to civilized life, to be aware of the impertinence of her suggestions.

So great was her prejudice against NEWSPAPERS

and books, as wholly useless, that, while to the lightning-rod, sewing-machine and patent pump man she would give a not altogether impatient hearing, and examination of his wares, the mild-mannered book or newspaper agent, with chromo attachments, was sure to receive a severe, "No sir, you need not trouble yourself to take a step inside! I've no time to look at such trash, an' no money to throw away on it; an' if you want a piece of my mind I'll tell you you'd better pitch into hard work than to be in such low business!" and as she always gave a call to the dog, who stood by grinning with white teeth that added to the effect of Polly's remarks, the agent mildly said, "Good morning," and retired, crab wise, with meek side glances in the dog's direction, and never came again.

But Polly was human and a woman and in a State where men do so much more abound than the other sex, she had secretly wondered why, with so many substantial attractions of farm stock; full cribs and fat turkeys, her strong, bony hand had not been sought in

MATRIMONY!

As she grew older and accumulated more, she often felt the disadvantage of not being around so as to know the prices of things, but she was entirely ignorant of the value of a newspaper in giving her the information wanted. Besides, she wearied of attending her stock and holding the plow; and it vexed her still more to pay her hard-earned cash to some indifferent hired man, whom she knew slighted his work, or cheated her.

One day while chaffering about a plow, she noticed on the premium list of the coming county fair, "Best loaf of wheat bread, \$5, and Kansas Farmer for one year."

The last clause very much puzzled her, but she concluded that even for a year the farmer was well worth trying for, and he might be so well suited he would be willing to stay a lifetime. Mrs. Volney came in a day or two after. "Have you heerd tell

OF THE PREMIUMS

yit for the fair?"

"Yes, I have a list."

"Will they truly give \$5 and a Kansas farmer for the best loaf of light bread?"

"I presume so, and I am half inclined to send in a loaf."

"I should think you'd most be ashamed to say so."

Mrs. Volney never dreamed of Polly's mistaken notions in regard to the "farmer," and thought she meant she took so many papers she ought not to be so extravagant as to want another; and she was greatly astonished at the blush that crawled up over Polly's freckled face and lost itself in the roots of her scanty, tightly-drawn hair, as she hesitatingly went on.

"Well, to tell the truth I'd like both mighty well myself; money's always handy, and the farmer'd be convenient in the house and out of doors too. There's some things about farming I don't know, and being just alone by myself, I can't look after everything, and go round too and find out about things, and so I get taken in. Do you s'pose I could have the farmer longer if it suited all round?" she asked anxiously.

"Of course, the publishers would be glad for you to have it all the rest of your life, if you wanted it."

"Publishers" was an unmeaning word to Polly, but she had a dim recollection of hearing in her early youth about something called "publishing the bans" that was connected with matrimony; and that Mrs. Volney spoke of the "Farmer" as "it," soothed her maidenly modesty, for, as said "farmer" was only a supposable case, she could not yet bring herself to the familiarity of the "he" and "him" which the assured wife of several years gives to the husband of her youth, as if there were but one masculine in the world! Mrs. Volney was delighted that after all her invectives Polly had become reconciled to the idea of even having a paper in her house, and in trying to steer clear of any discussion she led poor Polly further astray by saying, "Oh yes, the Farmer would be so much help to you about giving the prevailing prices all over the State; in that way you know when corn, butter, stock and poultry are advancing, and the best time to sell. Otherwise, we women, tied to the house, not able to get out and learn about things as men do, are at the mercy of speculators, who come round, and taking advantage of our ignorance, buy our things and take all the profit themselves."

"That's so," said Polly sadly. "I SOLD TWO HUNDRED BUSHELS of my corn last week five cents on a bushel too low."

"If you had had the Farmer you would have known corn was fast advancing, and held on. I knew it and saved more than ten dollars."

"Do you s'pose if I get the premium I'll have the farmer in time for fall plowing?"

Mrs. Volney did not see the connection, and was greatly puzzled to understand Polly's agitation, but attributed it to her embarrassment for this sudden conversion and confession of faith in newspapers, and answered, "Oh yes, you will get the money and Farmer as soon as the fair is over."

There were only two weeks till the fair opened, and they were very busy ones to Polly, who cleaned house from garret to cellar, and made many changes to suit the tastes of the possible coming farmer; her old loves were forgotten in the fervor of this new hope, and so many times was her pet cat driven off the newly-covered cushion in the big rocking chair that she grew anxious, gray and thin. She also bought 15 yards of green alpaca at a bargain, and going over to Mrs. Volney's, with unwonted bashfulness, asked for polonaise and overskirt patterns.

"I shall want one suit just right if I should git the farmer!" she explained to the uncomprehending Mrs. Volney, "and I thought I'd go the whole figger for this onct."

"The very idea of having a newspaper, is an educator; this premium offered may be the entering wedge that shall break up Polly's ignorance and let a flood of light on her soul," Mrs. Volney said to her daughter, after Polly had gone with the patterns and full instructions how to use them, to which she had listened attentively as any devotee of fashion.

THE PREMIUM!

She "set" four "sponges" for her prize loaf, and made two loaves from each "settin'," and at the appointed day arrayed in her most extraordinary dress, polonaise, overskirt and trimmed skirt, with three carefully selected loaves she hastened to the fair. While ticketing them she anxiously asked the polite official, "Will I git the farmer and \$5 to onct if I draw the first premium?"

"Without the slightest doubt, madam; I have all the premiums here on hand to be given as soon as called for." Polly gazed earnestly at the men who were in the office, feeling that if her "farmer" was as anxious as to his fate as she was in regard to him his looks would betray him. But she might as well have studied the Sphinx as their faces, so she followed her loaves, and when once in place hovered around them as a hen near her brood, listening to every word

said, as if from the general public opinion she might get a clew to her fate. She passed a sleepless night and next day, with carefully curried horse, newly-washed buggy and herself in her best array, she drove in. At noon the committee came, smelled, tasted and discussed, while she suffered agonies as if running the gauntlet, but at last the blue ribbon was put on one of her loaves and the red on another.

Regardless of the latter she seized the blue ribbon loaf and hurrying to the office she accosted the same suave official, who wondered at her breathless excitement as she held the loaf up and said, "Are both your prizes here?"

"Yes, madam."

"Do you see that blue ribbon? I want my \$5 and my farmer."

"Here they are," and he extended the bill and a copy of the Farmer. "When would you like to begin with the Farmer, madam?"

"I'm all ready, for I come prepared to take him home. Which one is it?" and she looked inquiringly at a group of gentlemen, who, noticing her excited manner as she came in, had ceased their conversation and were observing her.

"This is it," said the superintendent putting it in her hand, "date of September 6, 18—."

"Why this is a newspaper—I want my farmer."

"Well, see; The Kansas Farmer," and he displayed the title-page.

"Was that what you meant by the farmer you was goin' to give for the best loaf o' yeast light bread?"

"Yes, madam. Oh, not one copy, certainly, but a year's subscription," he added hastily, thinking he had discovered the cause of her trouble.

"That paper!" she answered with the utmost scorn as she sniffed with her upturned, freckled nose. "Is this the underhand way you take to deceive a lone woman like myself? I wish I had words to speak out my mind to you and tell just what I think about it!"

"What did you expect? It was so announced on the premium list."

"Why a farmer,—a man, of course."

AN EXPLANATION.

The unfortunate official tried to explain, and the other gentlemen assisted him, each assuring her that doubtless somebody might be found to fill the bill, but as no one offered himself for the vacancy, Polly, not at all appeased, went off leaving her Farmer and loaf of bread, but she did not forget the crisp \$5 bill! In that dark hour of disappointment it was a source of comfort to her, and kept her from utter despair as she untied her horse and drove home alone.

At first she thought she would hunt up Mrs. Volney and speak her mind to her, but the ride home, and the soothing purr of the old cat who lay in the no longer tabooed arm-chair, calmed Polly, and sober second thought prevailed.

She did her own fall plowing; it kept her at home three weeks, and when next she met Mrs. Volney, who had heard of her disappointment from the superintendent, neither of them made any reference to the "Kansas Farmer."

But as the Farmer came to her regularly, she gradually learned to look for it and felt a new importance to have some mail for her at the post-office. From reading current prices, weather notes and prospects of crops, she began to care for other things; so that by the next fair she presented herself at the office with another loaf, and to the smiling superintendent's "Miss Gordon, if you get the blue ribbon, remember it is only the Weekly Kansas Farmer for one year from date we can give you," she was able to reply with a return smile: "I do not want any other. This is the best kind for me."

THE GREAT FAIR.

THE largest and grandest fair and exposition ever held in the country, except the Centennial, will open in St. Louis this week. Mr. Charles Green, the President, and Mr. G. O. Kalb, the Secretary, have made ample provision for exhibits, and to a much larger extent than ever before exhibitors have come. Now let the people come—let the children come. The crops are abundant. Money is plenty and we can afford, all of us, to take a holiday.

All school children in every town within 100 miles of this city should be allowed the privilege of spending one day at this great exhibition. They will learn more in ten hours there than in ten days of school work. It is an opportunity to witness more of the object lessons of real life than can be found between the covers of books in months of home labor. Let every Board of School Directors from both town and country districts set apart one day of the six for the benefit of the children, and then when they return to their studies they will work with fresh and renewed vigor. The Board of Education of St. Louis feeling the great good to result to the pupils of the public schools of this city, have voted two holidays, Monday and Thursday, for the children to attend. Let all the towns in the surrounding country in this respect follow the example of the great city of St. Louis, and come to the fair.

DRURY COLLEGE, located at Springfield, Mo., on top of the Ozark range of mountains, is not only one of the most healthy, invigorating and delightful places in the country, but it has been so generously "remembered" by its friends east and west, that Dr. Morrison, its President, has been able to gather a splendid and capable faculty, and to largely equip the institution with needed apparatus—with a splendid library—so that in its various departments it is doing for the large addition to its numbers this year—better work and more of it than ever before.

But just in proportion as its numbers increase—just in that proportion its wants and responsibilities increase. The field is ripe for the harvest.

Two or three of the professors in the Missouri State University at Columbia are men of such strength of mind and such breadth of culture that they are more than the University itself, and tower above it. They are greater than any one such institution, and hence we are in favor of the most liberal appropriations to sustain and enlarge it. The people of Columbia say: "Dr. Laws will not live always, and 'what can not be cured must be endured.'" The State University is so strong that it is able even to carry such an incubus as Dr. Laws and still be prosperous. It prospers in spite of him, and not at all by his help or presence.

LINDENWOOD COLLEGE, St. Charles, Mo. Rev. Robert Irwin, President, is full to overflowing, and should be enlarged speedily, or a less efficient and a less popular President should be chosen. Within easy reach of St. Louis, and yet far enough from the city to avoid its distracting and disturbing round of festivities, it is just the place so eagerly sought for by parents desirous of giving their daughters a thoroughly practical yet refined Christian education. Dr. Irwin will certainly have to enlarge his buildings.

A. S. BARNES & Co. do a wise thing to lay before our 100,000 readers the full particulars of their new system of drawing cards and drawing books.

A. S. Barnes & Co. have won an enviable reputation as among the best publishers in this country, and also as publishing some of the best books used in the schools of the country. They could not afford to do anything less than the best in this series of drawing cards and drawing books.

You might mention, perhaps to the mutual advantage of all, that you saw their advertisement, with others, on our last page.

Good books feed thousands without diminishing the supply; they give and yet keep. Loaves that increase as they are broken, and after feeding thousands are ready for thousands more.

OUR readers, when they look carefully over the four divisions of that advertisement on the first page of this issue of the JOURNAL, will thank us cordially for again calling their attention to the valuable information given there—especially if they should miss it in our next number. A word to the wise is sufficient.

THE Manual Training School of Washington University is already so full as to oblige Prof. Woodward to order another installment of Merwin's Improved Patent Gothic desks and seats for the use of the pupils—the third order this year for this institution!

MORAL instruction in the form of disciplining the pupil into habits of truthfulness, honesty, courtesy, justice and kindness, belongs to the school; but depends largely upon the *personelle* of the teacher, after all.

Bunker Hill Inst. of Instruction by Mail.

TEACHERS' INSTITUTES.

They ought to be attended, not only for the purpose of preparing for a certificate, but to aid in broadening the views and ambitions of the person who attends.

The above is an institute which all may attend, and where you will find each branch discussed most minutely from beginning to end, and presented from the standpoint of mental needs, by an instructor whose large experience and original methods in school and institute work insures complete success.

This institute comes to your very doors by means of our prompt and far-reaching post-office system, and carries its work of discussion and criticism to your very study-rooms or desks. It has been unpretending for the past few years, but its growing power is causing a stretching out of its hands and an uplifting of its voice from Maine to California, and from Minnesota to Texas. It is making friends everywhere, and is appreciated for the good that it has done and can do. Pupils may enter the classes at any time, pursue any branch or branches in its course, receive the instruction at their own homes, and also receive it at such times as they see fit. It now opens its doors to students of any class, who desire to pursue its course of study. It desires to extend its benefits to all, and hence the tuition in any branch has been reduced to two dollars per month, payable in advance.

FACTS IN CONNECTION WITH IT.

You are guaranteed as thorough instruction as in any school-room; time commences when first lessons are sent; your lessons drop in on you regularly; all your work is thoroughly criticised; diligent pupils get much instruction cheaply; pupils must pay all postage; letters of inquiry must contain a stamp for reply; no postals noticed.

COURSE OF STUDY.

Arithmetic, Grammar, Rhetoric, Algebra, Geometry, Book-Keeping, any of the Sciences, Mental Philosophy, School-room Methods. Pupils paying for three or more studies will receive a series of examinations in history and geography free.

BUNKER HILL, Ill., Sept. 25, 1882.

TENNESSEE American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS
of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS,
NASHVILLE, TENN., July, 1880.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

Can our taxation be onerous when the United States are accumulating wealth at the rate of \$845,000,000 a year, and when they already rank in wealth third among the nations of the world?

There is a slow but sure awakening to the fact, among the more thoughtful, that the most skillful teacher, the most cultivated lady and gentleman, are wanted in the lowest grades of our schools.

Primary work is the most difficult of all school work, and demands the best talent, the greatest energy, the broadest culture. It calls for pure and noble impulses and a stainless character. It should command the highest compensation.

A practical knowledge of physiology and hygiene is as important as a knowledge of arithmetic and grammar, and should be made one of the requisites for obtaining a certificate to teach school.

Would not more culture of the body and the morals, and less hot-bed cultivation of the mind, result in giving us a more agreeable company of children to live with, and a generation of better men and women than those now stepping into maturity about us. Too much pressure is the peril of all our schools—and our homes, too, we might say—as at present conducted.

"WHAT is organization," says Coleridge, "but the connection of parts in and for a whole, so that each part is at once end and means?"

ILLINOIS.

MISS MARY A. WEST, one of the most efficient County Superintendents in the State, says:

"Each of Illinois' one hundred and two counties is now discussing the qualifications of the various candidates for County Superintendent of Schools. It is important that these qualifications be carefully scanned, for upon the men and women elected to this office next November, the success of the schools of Illinois the next four years, in a large measure depends. So important and so varied have the duties pertaining to this office become, that it requires persons of more than ordinary ability to fill it. At the same time the compensation in many counties is so meager that only a dead-beat or a figure-head will accept it.

Miss West says: "No great improvement in the system can be expected until the power which prescribes the duties of the office also fixes a more liberal salary.

These duties include the examination of teachers, the careful inspection of treasures' books and bonds, the distribution of the State school fund, holding institute, and giving advice and instruction to teachers, being counsellor-at-law to every school officer in the county, and referee in all disputed points in school matters, sending out blanks, which by actual count in a medium-sized county, numbered nearly

FIFTEEN THOUSAND

last year, making out such reports as the State Superintendent may require—and each year the complexity of these reports increases—besides innumerable duties arising from the requirement that the Superintendent be the constant adviser of teachers and school officers.

But whether it be man or woman, nominate the one best fitted for the position—one clear-headed, large hearted, with plenty of good common sense, executive ability, experience in all sorts of school work, a good judge of human nature, with moral character suited to Caesar's wife, above suspicion. Having nominated such candidates in every county,

ELECT THEM!

Having elected them, bring such pressure to bear upon the County Boards that they will allow the Superintendents full time to do the work of supervision.

Next, labor to open the blind eyes of the legislators to the fact that clerical work is not the most important work connected with the office; if they insist upon so much of it being done they must provide for the doing by giving the Superintendent a clerk.

Illinois will have four candidates for State Superintendent of Public Instruction in the field this year. The Republican, Democrat, Greenback and Prohibition parties all nominated a candidate.

PROF. WOODWARD, of Washington University, talks as follows of the luxuries in education:

"There are luxuries in education, as in food and dress and equipage, and in wealthy communities the luxuries command the chief attention. At the English universities of Oxford and Cambridge, a large proportion of the students expect to be gentlemen of leisure. The idea of giving heed to the demands of skilled labor, of preparing for lives of activity and usefulness—the idea of earning one's daily bread and of supporting one's family—scarcely entered their heads. Either they inherit livings or they seek to get livings through the church, or they enter the army with commissions purchased by kind friends who wish to get them out of the way, or they go into law and politics. It is no wonder that such men devote themselves largely to the luxuries of education, Scrit, Latin hexameters, Italian—in a word, to "polite" learning.

In such an atmosphere as that how incongruous is the plea of mine for an education to things; for a training of the hand and eye as well as the intellect to lives of useful employment.

Yet half the colleges in the United States ape the English universities and half the high schools ape the colleges."

THERE are principles of teaching which may seem small when held in the teacher's hand; but when they are caught up upon some experience, and unfold themselves and work their wondrous changes in the character of children's minds, they seem to stretch out until there is no measuring their length.

THE Southern Illinois Normal University will hereafter require all graduates to pass a final examination on the work of the course. A committee of county superintendents will do the examining.

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W. H. MARQUAM, Sec'y. 15-6 ly

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First term begins Oct. 2d. Second term begins Feb. 13th, 1883. Students may enter at any time.

HALSEY C. IVES, Director.

PROGRESS IN TEXAS.

Editors American Journal of Education:

IN the September number you kindly speak of Fort Worth as "firing the first gun" in the Fall campaign for an onward movement in the right direction for public schools.

We beg leave to gracefully accept the compliment, and at the same time to give you a few notes on the steps taken since that time.

Prof. Hogg has been elected Superintendent of Schools, temporary buildings have been erected and furnished with the Improved Patent Gothic Desks. Bonds to the amount of \$170,000 have been issued to build permanent buildings and to run the schools the full term of ten months. The mayor and council have also purchased about \$1,500 worth of apparatus and other school supplies of Mr. F. M. Bemis of St. Louis. While here he not only furnished our Fort Worth schools with this elegant outfit, but the Texas Wesleyan College, Roanoke Seminary, and Bedford College availed themselves of his visit and counsel to fully equip these institutions, which now take rank with the best in the State.

The following appreciative notice from the Fort Worth Gazette will be read with interest, showing as it does what he is doing to call public attention to this vital subject. It says:

"Mr. Frank M. Bemis, agent of J. B. MARWIN, editor of the *American Journal of Education*, lectured and explained his school apparatus Friday night. His lecture was highly appreciated, one of our physicians remarking that if the admittance fee had been one dollar he would have received full value for his money.

A gentleman who is unfortunately an old bachelor, said he had no children to educate, but he had received five dollar's worth of information from the lecture, and put down his name for that amount, to be used in purchasing these needed tools to work with. The apparatus exhibited and explained by Mr. Bemis is by all odds the best we have ever seen. He proved clearly the great value and the absolute necessity of furnishing every school with Maps, Globes and Charts, so that the children can be taught truthfully as well as successfully, and in the shortest possible time, all the fundamental branches of a good practical education.

We wish to say to the school officers and teachers of Texas, that if you want tools with which to insure success in your schools, send for Mr. Bemis, and he will not only furnish you the things you need, but he will, by his able and clear addresses, awaken in your community a permanent interest in school matters. You will

find him not only interested in his special work, but thoroughly devoted to the cause of education, and hence he proves to be a blessing to every community he visits. He will be most cordially and kindly received wherever he may go over this State, for he will more than repay any attentions shown him."

You could not do a better thing for our school interests in Texas, or for the interests of the *American Journal of Education*, than to keep him traveling and lecturing in this State.

H.

FORT WORTH, TEXAS.

Dr. Laws, we believe, did not quote the following "puff" from the *Post-Dispatch* of late date. The editor says:

"We certainly need reform at the Missouri State University even more than we need it at the Missouri State Penitentiary!

The convicts can wait, but, for the sake of the young men whom we defraud of an education, let us have something done to bring Columbia this side of the middle ages."

REV. H. L. WAYLAND said at the Social Science Congress, that "spelling such a word as e-i-g-h-t in such a way, he looked upon as a disgrace to the morals and common sense of the nineteenth century. The word is a fraud; out of the five letters only one has the sound that belongs to it.

It is because the child's moral nature has great staying powers that it is not wholly perverted. We say: 'Final e, when silent, makes the vowel of the syllable long.' So the child says, 'b-a-d-e, bade,' and we say, 'no; that is bad.' The child says 'definite,' and we say, 'Oh no; that is definit.' Silent e is a lie.

Truth may lie at the bottom of a well; but it certainly does not lie in the primer."

LORD LYTON, in his wonderful novel, *The Caxtons*, gives voice to the feeling which all sensible people must have, when he says:

"A more lying, round-about, puzzle-headed delusion than that by which we confound the clear intellect of truth in our spelling, was never concocted by the father of falsehood. How can a system of education flourish that begins by so monstrous a falsehood, which the sense of hearing suffices to contradict?"

Try Renne's Magic Insoles, to be worn in boots, shoes, and slippers. The best remedy known for relieving cold feet, neuralgia and pain in the feet and limbs, numbness, and liability to taking cold. Price, 50 cents per pair. Two pair, the sizes wanted, sent by mail, on receipt of One Dollar. With the name and address plain, direct orders to Wm. Renne, Pittsfield, Mass.

PROSPECTS for the Warrensburg Normal School are the best ever had so far. Over 300 in the Normal proper, and 60 in the School of Practice. The rate of increase varies from 20 to 50 per week.

REMEMBER that celebrated aphorism of Bacon, which is but a paraphrase of Solomon's proverb, "A wise man is strong," is a key to the inner passages leading to success. "In all thy getting, get wisdom," that is, knowledge. "Knowledge is power."

If your son is to compete in the battle of life with the men of the West, let him grow in the West—in the West be trained—else the contest will never be equal. In the air and among the people of the West alone will he acquire the nerve, the action, the knowledge of method and the habit of thought that can insure success in such a contest.

LEBANON PUBLIC SCHOOLS.

THE Lebanon public schools opened on the 4th of September, with Prof. J. M. Butler as principal, and five assistants. The first week the increased attendance was so great that the Board was obliged to employ two additional teachers, and furnish an extra room.

The school opened with 390 pupils, and everything indicates a prosperous session. The institution is very popular in Lebanon, and it is the intention of the citizens to build up a system broad enough to meet the wants not only of the city, but of the whole surrounding county.

The teachers are among the most competent employed in Southwest Missouri.

Our teachers should remember that there are many advantages in having frequent intervals for play and physical exercise. The children do not become restless while at work; they have given vent to their exuberant spirits, while marching and singing, or playing, and will get to work quietly and willingly. Their minds are toned by the exercise.

It is as natural for children to be noisy as it is for birds to sing, and it is better to have organized or licensed noise at stated times than to be annoyed by it constantly, and inflict punishment or put an unnatural restraint upon the children.

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Examinations of candidates will be held at the school building June 12 and September 8.

For cost of tuition, books, board, &c., send for the illustrated catalogue.

C. M. WOODWARD,
Director.

MISSISSIPPI

American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the AMERICAN JOURNAL OF EDUCATION, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest. We also consider it more in sympathy with our public school interests, and better adapted to our wants in Mississippi, and the South, than any other educational journal published in the North or East.

J. M. BARROW.

TEXAS.

THE Press Association of Texas, at its last meeting, adopted a report of the Committee on Education which was one of the most complete and exhaustive we have ever read.

We have given a few extracts from this able document before, but we beg leave to call attention to some very plain statements made in this paper on the necessity of a better system of

SCHOOL SUPERVISION.

This report says: "In those sections where the population is rich enough to stand the expense, there should be a county superintendent as in nearly every other State in the Union. In those sections where the population is sparse and the people are unable to stand such a strain, a district superintendent might be appointed, who could compass in his rounds several counties; but the fact remains impregnable, Texas has no superintendent of schools, no school system, for that which is called one is only a farce and a cheating of the people.

When it is remembered that the county judge is not required to do any but office work, and his maximum pay is \$100 per annum, we may draw a safe conclusion as to the efficiency of the present system of superintendency and local organization.

Your committee would next direct the attention of your honorable body to the glaring deficiencies of the local organization of our public schools. Such organization should be in consistency with the spirit of our republican institutions, and should be per-

manent. In all the other States, as far as our knowledge extends, these two principles have been carried out, and equal rights to all and permanency have been made the foundation of local organization.

But for some unexplained reason the framers of our school laws pitched upon the community system—a system thrice dead and buried in the older States, having been tried and discarded forty years ago in Ohio and Kentucky, and has fastened it with all its shifting, unjust, and utterly inadequate provisions upon the necks of our people. Only those who are informed of the call and come forward and enroll their names are entitled to receive any benefit from the schools, and in consequence of the continual changes that occur, the difficulties, technical obstruction and general worry caused by this antiquated and clumsy system, surpass the power of language adequately to expose. Under the system the schools are forever shifting; there is no permanency, and in fact no local habitation if there be a name.

The list must be continually revised and filed anew with the county judge, and new commissioners and outsiders must bide their time and manage to get into these esoteric associations as best they may.

Is this republican? Is this of the nature of permanency? If nothing else could be done the nuisance might be submitted to, but it is very easy to adopt

A SIMPLE SYSTEM

which will insure entire freedom and permanency; a system that has been adopted in every State in the Union except the State of Texas. There should be permanent subdivisions of the counties, and the trustees of each school district should be elected by the people of the same, and not as now under the community system, appointed by the county judge, on the recommendation of the members of the community.

The scholastic age, another glaring defect which your committee finds in the common school system in vogue, is the limitation of the scholastic term to the period between the ages of eight and fourteen. Texas has the unenviable singularity of cutting the scholastic term lower than any other State or Territory.

In the North and West there is practically no limit to the scholastic period. The design of public education being to increase and develop the intelligence and morals of the citizens so as to benefit the best interest of the commonwealth, manifestly there should be as few impediments in the way of this patriotic and conservative object as possible.

It is a narrow reduction indeed that would confine the advantages of the public schools arbitrarily to such a limited period as the six years between eight and fourteen, and to pass by with indifference the thousands that are in fully as great need of education below and above these extremes.

It is the almost unanimous judgment of experienced teachers that a child left untaught until eight years of age presents serious and unnecessary difficulties that might easily be avoided by beginning the education three or four years sooner.

Again, at fourteen the boy or girl barely commences to catch the true idea of education. The soil of the mind and moral nature has been broken up and prepared by sedulous work and cultivation until now they are prepared to receive the sowing that will yield the staple crop of science and reasonable principles, but the State denies the expansion and cruelly shuts the gate in the face of the faithful and anxious student. This is the method of an arbitrary tyrant, not of a wise and loving mother. Economy is pleaded for the injustice. Economy! Is Texas poorer or less able to educate her children than Kansas or the Creek Indians?

PROF. CONRAD, in his address as President of the State Teachers' Association of Arkansas, said:

"I congratulate you that the idea is growing stronger each year that the general treasury of the United States may be utilized, by affording more material aid in the education of the people.

The proposed bill 'to provide for the support of common schools,' which appropriates, for the next five years, \$10,000,000 annually for this purpose, to be distributed according to the ratio of illiteracy, would confer incalculable blessings upon the South.

It is estimated that our own State would receive from the proposed five per cent land bill, \$200,000.

"To put free schools, adequate for universal education, on a permanent basis in the South, and avert an imminent peril to our free institutions," says Mr. Curry, "there must be help from the General Government."

It is in the power of, and it is no less the province of, the teachers of our State to urge upon our Representatives the importance of advocating such measures. Our people are yet very far from appreciating their full duty to their children; are very slow to see the great and real advantages which better education will bring."

SEND ten cents if you want to see sample copies of this journal.

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The requirements for admission, the course of study, and the requirements for graduation fully equal to contiguous colleges.

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Prof. Siebert and Mrs. L. A. Letterman—Music.

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A. SLAUGHTER.

NOTES FROM TEXAS.

SAM HOUSTON Normal Institute opened its fourth session Sept. 15, with 144 students. Over 100 more are expected. This will be nearly double the attendance of last year.

The public schools of Austin opened with an increased attendance of 40 per cent. over last year, and similar reports come from all the large cities and towns.

Prof. A. J. Robert, of Corsicana, has taken charge of Andrew Male and Female college at Huntsville, and that town is fast regaining its former reputation as an educational center.

The public schools of Galveston under the efficient supervision of Prof. Gwyn, open Oct. 1st. Over 2500 children will attend the schools this fall.

Prof. Harry Estill has been appointed to fill the position in the Normal institute held by his father, Prof. C. P. Estill, deceased.

The board of university regents has elected two members of the faculty, Judge Cooley of Michigan, and Prof. Harris, of Massachusetts. It is very doubtful whether these gentlemen will accept the positions at the salaries offered.

D.

TEXAS held sixteen institutes, of which we have made mention before. The one held at Austin, the capital, conducted by Prof. I. N. Carlton of the State Normal school of Connecticut, enrolled about sixty members. The steady, strong, earnest purpose which drew these men and women every day to the institute, so that no lesson was omitted during the session and no exercise missed, demonstrates the value they placed upon the instruction given.

Large numbers of visitors were present, including State and county officers—not only at Austin, but also at San Antonio, Gainesville, Huntsville, Waco and all the other places.

They propose to shorten the terms somewhat next year, which we think is a movement in the right direction.

ARKANSAS.

FROM the admirable address delivered by the President, Prof. C. P. Conrad, before the State Teachers' Association held at Hot Springs, we clip a few extracts, which will prove to be profitable reading in all the States.

He said: "Our schools are growing in favor. Mr. Denton's report speaks conclusively of the decline of hostility and of the very rapid growth of the system. What then are some of the measures which we, as teachers, should advocate before the people of this State?

Our people should see the importance of levying the full five mill tax. Their willingness to make the levy will rest largely with you, and entirely with you will it rest whether or not they will do, as in some parts of the State they have done, go beyond the five mill tax, and by private subscription raise revenue sufficient to provide first-class 9 months' schools.

This is a matter of very grave importance, and wherever it is possible, the school term should be extended to this full time. That neighborhood which supports only a three months' school lives on in a state of semi-intellectual starvation. The six months' term should be the minimum, and where it is possible the school-house should be kept open for nine months.

There are two plain reasons for advocating the longer terms, viz: the very small advancement possible where the child is given so little time to get, and so much time to forget; and the utter impossibility of employing competent teachers, when their time is to be utilized but three or six months out of the year."

"Among the great number who denounce Dr. Laws' address before the Missouri editorial convention," says the *Kansas City Times*, "are the students of the State University. Of course they cannot be outspoken in their denunciation, but that they regret and condemn the doctor's discourteous and ill-advised address is well known in educational circles about Columbia, the seat of the State University. In this connection, however, it can be said that Dr. Laws, even though it has been called to his attention, has no regrets for having been forgetful of the occasion and the character of the convention before which he spoke, and maintains that he is prouder of his address than of being president of the first educational institution of the State.

HON. J. L. DENTON, State Superintendent of Schools in Arkansas says:

"Let the people remember that public education is the handmaid of religion, progress, civilization and all the virtues and blessings that exalt and prosper a nation, and let them cling to it as to the rock and anchor of their salvation."

Would you have your child benevolent? Engage it early in acts of kindness, and be yourself kind.

Would you excite its veneration? You must yourself be respectful in demeanor, treat all with due consideration, and be attentive to the duties of religion."

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Quick, complete cure, all annoying Kidney, Bladder and Urinary Diseases. \$1. Druggists.

PREST. BALDWIN says, "A school well organized becomes a kind of mechanical power, having for its working force the exuberant energies of childhood and youth, and for its intelligent direction the boundless influence of the wise teacher."

"I congratulate you," said President Conrad to the teachers of Arkansas, "upon the superiority of the text-books now put into the hands of pupils—superior in style and finish; containing more matter and more valuable matter; higher in their aim and purpose; tending rather to develop than to fill; encouraging the pupil to think for himself, and leading him to question further upon all that he sees and hears.

I might speak in like manner of the enlightened ideas now prevalent in regard to school furniture—all the implements of the school-room. This has been by no means an unimportant advance. Especially would I ask your attention to the efforts now being generally made to disseminate more correct ideas upon the hygiene of the school-room, both in regard to construction of buildings and daily care and attention to hygienic conditions.

It is a source of no small satisfaction to friends of education in our State, that teachers of a better grade are being introduced into many of our schools."

A teacher in one of the colored schools at the South was about to go away for a season, and an old negro poured out for her the following fervent petitions. "I give you the words," said the writer in a private letter, "but they convey no idea of the pathos and earnestness of the prayer:

"Go afore her as a leadin' light, an' behin' her as a protectin' angel. Roughshod her feet wiv de preparation ob de gospel o' peace. Nail her year to de gospel pole. Gib her de eye ob de eagle dat she spy sin 'far off. Wax her han' to de gospel plow. Tie her tongue to de line ob trufe. Keep her feet in de narrer way an' her soul in de channel ob faith. Bow her head low beneaf her knees way down in some lonesome valley whar pra'r an' supplication am much wanted to be made. Hedge an' ditch 'bout her, good Lord, an' keep her in de strait an' narrer way dat leads to heb'n."

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EDUCATION THE SAFEGUARD.

THE *Globe-Democrat*, commenting on the address of Mr. Edward Atkinson, says he "voices the sentiment of all intelligent people when he points to education as the all-essential safeguard. And he represents a smaller, but a growing and the more thoughtful class when he insists upon practical and technical education."

The common, unskilled day laborer is wanted less and less, and the skilled workman more and more. There must not only prevail that intelligence which will enable the masses to recognize the blessings of a free government, but there must exist a knowledge of how to do the kind of work that the developments of the age demand. As the field for the common laborer diminishes, the common laborer must become a skilled one, or a discontented, suffering class will arise and make trouble.

It would appear, in this light, that the character of our school systems would have to undergo modifications, and that there would have to be a union of tools with books, somewhat after the manner of the manual training schools that are appearing here and there throughout the country.

The general subject of education is now the fit study of the statesman, and the efforts to make the schools numerous and accessible to all are scarcely more important than those to give instruction in the right direction."

THE GREATEST NEED.

PROF. A. J. DAVIS, County Superintendent of Schools in Clarion County, Penn., says:

"The greatest need of the present is to change the views of the people on this question of primary teaching. As soon as they demand something better, as soon as they cease to grumble about the school-tax, as soon as they demand that their children shall not be experimented upon any more than the raw material in their factories while the workman is gaining skill, as soon as they realize that the first steps in the educational process are as important as the last, as soon as they demand professional training for their teachers as well as for preachers, doctors, lawyers, engineers, etc., then and not till then can that degree of perfection be attained which is possible for the primary school. And then, too, many teachers hope for adequate remuneration for their labors."

The question now naturally arises, How is this change of feeling to be brought about? Only, we would answer, through the teachers themselves. There is always a demand for skilled labor, whether as artist, mechanic or

teacher; and though sufficient compensation may not be immediate, it will eventually come. Merit is always recognized; and if it is not, should we not be satisfied to be pioneers, knowing that we are living only in the dawn of a day that is climbing toward perfection?

Educate the people up to the point where nothing but the best will satisfy, and rather than return to the dry husks of the old methods, rather than lose the services of the skilled teacher, they will pay the price of the labor.

SENATOR BLAIR'S BILL.

Editors American Journal of Education:

FOLLOWING is a resolution which was passed by the Cooper County Normal Institute, in session Aug. 11th, 1882:

Resolved, That the Cooper County Normal Institute endorse the bill now pending in the U. S. Senate, and offered by Senator Blair, of New Hampshire, asking an appropriation of national funds for the aid of public education in the United States.

Respectfully,

W. S. DOUGLASS,
Sec'y C. C. T. N. I.

BOONVILLE, Mo., Aug. 21, 1882.

Mr. Edward Atkinson said the other day in an address delivered at the opening of the fair of the New England Manufacturers' and Mechanics' Institute: "We are engaged in a work by which the antagonisms of race and language in the old world will be overcome. Democracy is the solvent, and the common school is the crystallizing medium."

The best advertisement a State can have is an efficient free school system. A State that slumbers over this vital interest, perpetrates an unpardonable outrage on the rising generation, ignores the verdict of all civilized peoples, retards the march of improvement, and illustrates the folly of trying to foster the vigorous life of the present under the dead skin of the past.

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I have been using your Aids to School Discipline for several years, and find them of inestimable value, and would earnestly recommend them to all teachers who are desirous of accomplishing good results in their schools,

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Unanimously Adopted by Board for use in St. Louis Public Schools, May 23, 1882

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CHAUTAUQUA.

LYMAN ABBOTT, editor of the *Christian Union*, summarizes in an editorial correspondence of late date, the leading features of this delightful resort as follows. Our readers, and correspondents too, will do well to preserve this so as to be able to tell their friends just what the Chautauqua Literary and Scientific Circle is. Dr. Abbott says:

"The old features of Chautauqua remain unchanged, but the cottages have notably increased in number. Here is Palestine, slightly dilapidated, in which respect it truly represents the actual Palestine; and the old grove Auditorium, now deserted or used only for an occasional "overflow" meeting or "extra"; and the Museum under Dr. Van Lennep's charge—whether he is a Dr. or not I am not sure, but he ought to be; he certainly knows more than most D.D.s; and the Hall of Philosophy in St. Paul's Grove, for quiet lectures such as those of Professor Bowne on metaphysics; and the chapel for children's and women's meetings; and the amphitheater where five or six thousand people gather three times a day to hear popular lectures from such orators as Bishop Warren or John B. Gough, or popular music under the leadership of Mr. Case or Mr. Sherwin.

The great day this year was the first commencement day of the C. L. S. C.—the Chautauqua Literary and Scientific Circle. Four years ago this feature was added to Chautauqua. Its design was to promote regular courses of reading and study in the homes of people who had not the opportunity to give themselves up to a life of scholarship; and thus to give to busy people of limited means and still more limited leisure, something of the college outlook, something of the general knowledge and culture without the specific drill and discipline which a college course affords.

A course of reading was marked out by Dr. Vincent with the concurrence of five different counsellors, representing four different denominations—the Baptist, Presbyterian, Methodist and Congregational. This course involved four years of study, of about three quarters of an hour a day, for ten months in each year. When the plan was first proposed at Chautauqua in 1878, seven hundred names were offered for membership; they were increased to a thousand before the close of the assembly; and in a few months mounted up to eight thousand. These students paid fifty cents a year each for the incidental expenses involved in correspondence, printing, etc. This and the money required for procuring the necessary books, are all the expenses of the Chautauqua course.

The topics opened by this course include history, ancient and modern, literature, English, Greek and Latin, and science, physical and metaphysical.

A careful selection of books is made, and by a combination of readers this expense of five or six dollars a year can be divided until it becomes hardly appreciable. Local circles have been organized for this purpose, in different parts of the country, which aggregate now nearly a thousand, varying in size from "triangles" of three to ambitious organizations, with courses of lectures, numbering several hundred members; one in Cleveland reports three hundred, one in Pittsburgh five hundred. To facilitate the work, special editions of some books have been issued by their publishers, other books have been prepared for the special use of Chautauqua students, and a monthly magazine, entitled "The Chautauquan," has been established to furnish at a low price the literature needed by the classes.

Saturday the first class of this Chautauqua University graduated. About 1400 had persevered to the end, reading the allotted works and the allotted hours. Of these a little over one-half were present to receive their diplomas; the largest class probably that ever graduated from any American institute of learning. Among them was one aged mother of eighty-one, who had commenced thus late in life the acquisition of literature; and another lady who could move only in her wheeled chair, and had traveled all the way from the Hot Springs of Arkansas to participate personally in the commencement exercises.

I talked with not a few Chautauqua alumni. No words can express their sense of obligation to the man and the plan which had brought this new life of literature and science into their busy lives and generally unlettered homes. Of the procession, the responsive readings, the service of sacred song, the commencement oration by Dr. Warren, the subsequent addresses by Drs. Vail, Wilkinson, Bugbee and Strong, and by Messrs. Lewis Miller, John B. Gough and myself, I shall attempt no description. Enthusiasm cannot be transferred from such an occasion to the printed description of it, and the description which leaves out the enthusiasm leaves all out.

One does not need to go to Chautauqua in order to join the C. L. S. C. No examinations bar the entrance way. Whoever will pledge the time may join the class. And whoever of our readers desire to know more about it can get the information by addressing a note of inquiry to Miss K. F. Kimball, Secretary of the C. L. S. C., Plainfield, New Jersey.

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Recent Literature.

G. P. PUTNAM'S SONS will publish immediately "Spilling the Egyptians." A tale of shame. Told from the British Blue Books. By J. Seymour Keay. A narrative by a well-informed Englishman jealous for the honor of his country, of peculiar interest and power, throwing light upon the causes that have produced the present exceptional and complicated state of affairs in Egypt, and making clear some of the grounds for the bitter hatred of Europeans which found fatal expression in the massacre of Alexandria. The story as given, and each statement of which is verified by reference to the official documents, constitutes one of the most fearful arraighments ever made against a Christian Nation.

"THE CENTURY" closes a year, with its October issue, of great prosperity. It has been a marvel of success from its first issue. Wholly clean, independent, progressive and brilliant without being flippant, it stands first, to-day, in all its departments, and best in all its teachings among the American monthly magazines.

Its vast audience and influence is foreshadowed in the following editorial item in the last number:

"The most anonymous and impersonal of editors could not write that immemorial phrase, under such fortunate circumstances as the present, without some sort of sentimental feeling concerning it; without just a touch of honorable pride; without indeed, a serious sense of responsibility. For, think what that means with the 'rule of five' (as it may be called) which quintuples the original purchaser and reader of each individual copy of a monthly periodical, and which makes the actual readers of 'The Century' to number between six and seven hundred thousand persons—an innumerable company scattered throughout the length and breadth of the civilized world.

When one contemplates this enormous, watchful and sensitive audience, no detail connected with the work of such a magazine as this seems trivial. Neither writer, artist, engraver, printer, nor member of the editorial corps, can unduly magnify his office."

LITTELL'S LIVING AGE.—The numbers of the Living Age for the weeks ending the 9th and 16th of September contain articles on Caroline Fox, John Sterling, and John Stuart Mill, Westminster; Charles Darwin and Evolution, Church Quarterly; Literature and Science, by Matthew Arnold, Nineteenth Century; Some Impressions of the United States, by Edward A. Freeman, Fortnightly; Reminiscence of a March, Blackwood; The Brethren of Deventer, Cornhill; American Society and its Critics, Selfishness, and The Burrows of the Prophet, Spectator; Korean Ethnology, Nature; The Power of Accumulation in Small Sums, and the Foreign Trade of China, Economist; Paper and Pineapple Fibre, Chambers' Journal; Mountaineering in the Alps, Land and Water; Hindoo Marriage Customs, Leeds Mercury; Owls, Time; Influence of Forests upon Streams, Kaffrarian Watchman; with instalments of No New Thing and Robin and Poetry.

Fifty-two numbers of 64 large pages each [or more than 3,300 pages a year] and a copy of the "American Journal of Education" will be sent for \$8, while for \$10 50 the publishers offer to send any one of the American \$4 monthlies or weeklies with the Living Age for a year, both postpaid Littell & Co., of Boston, are the publishers.

We have received a copy of a handsome magazine called the "Ladies' Floral Cabinet," devoted to flowers, their culture, etc., domestic economy, fancy work, and other topics interesting to the ladies. It is published at 22 Vesey St., New York, at only \$1.25 per year.

Skinny Men.

"Wells' Health Reformer" restores health and vigor, cures Dyspepsia, Impotence, Sexual Debility. \$1.

THE NORTH AMERICAN REVIEW for October opens with an article on The Coming Revolution in England, by H. M. Hyndman, the English radical leader, giving an instructive account of the agitation now going on among the English laboring classes for a reconstruction of the whole politico-social fabric of that country. O. B. Frothingham writes of The Objectionable in Literature, and endeavors to point out the distinction between literature which is per se corrupting, and that which is simply coarse. Dr. Henry Schillemann tells the interesting story of one year's Discoveries at Troy. Senator John I. Mitchell of Pennsylvania, treats of the rise and progress of the rule of Political Bosses. Prof. George L. Vose of the Massachusetts Institute of Technology, contributes an article of exceptional value on Safety in Railway Travel; and Prof. Charles S. Sargent of the Harvard College Arboretum, contributes an instructive essay on The Protection of Forests. The Review is sold by booksellers and newsdealers generally.

THE "Popular Science Monthly" for September contains articles on Electric and Gas Illumination, Longevity, Animal and Self-defense, Brazilian Diamonds and their Origin, The Functions of an American Manual Training-School, A Note on Thought-Reading, The Physician of the Future, Trials by Fire and Fire-Jugglers, Electromania, Antropoid Mythology, The Poisons of the Manufactory, Lettre Dumas, Dumas, Pasteur and Taine, The Chinese; Their Manners and Customs, Sketch of Thomas Say, Entertaining Varieties.

THE COMPLETE HOME.—The usefulness of this book is a strong recommendation. It treats of almost everything pertaining to the home. If you would study your home you will read this book and act on its suggestions. The author gives just such advice, in a sensible manner, as most people need when establishing a home.

The last chapter relates to the economy of the kitchen, nursery and work-room, and is of great practical value.

If you are at a loss to know what present to make your young friend who is about to be married, we should suggest this very useful book. Published by Wm. Garretson & Co., St. Louis. Price, \$2 75. Sold by subscription.

WIDE AWAKE is always a welcome visitor. Its beautiful illuminated cover, in varied colors each month, and the two sweet faces that look into so many homes, are a joy and a benediction at the same time.

When you come to look over its pages, its revelations and treasures of wit and wisdom are as possible more brilliant and beautiful than the cover promises, so that every page outside and inside is full of interest, pleasure and profit.

We are proud too, of the fact that Miss Ella Farnham, the editor, is a native Western woman. Price, \$2 50 a year.

THE ART INTERCHANGE of September 14 contains an unusual number of excellent illustrations. Among them are a peony embroidery design for a one-panel fire screen, full working size; two artistic heads by J. Alexander; borders for china decoration designed especially for amateurs who cannot draw; cuts of several of the prominent exhibits of the famous Hamilton sale, with explanatory text. The novelties in decoration, notes on current social topics, the book reviews and art notes are ably written, and these with the admirably edited Notes and Queries department, complete one of the best issues of this popular art journal. Published fortnightly at 140 Nassau street, N. Y. Price \$2 a year, and sample copies free for postage.

Among the many charming stories in the last number of the "Youth's Companion" is one by Mr. William Black called "An Adventure in Thule."

THE CENTURY CO., 33 East 17th Street, N. Y., send out already a very "taking" prospectus for ST. NICHOLAS for 1883.

The readers of this magazine are always disappointed, happily, with each new number; for while it seems as if every issue was about as good as it could be made in both its reading matter and its illustrations, each new number is still a little better than any preceding one. You are sure, then, to get the worth of your money many times over during the year. Subscription, \$3 00 per annum. Every reading club should have this magazine on its list as well as "The Century Magazine."

EDUCATION for September and October contains nine articles beside editorials, and an elegant steel portrait of Hon. W. A. Courtney of Charleston, S. C.

New England Publishing Co., Boston. \$4 per year.

A. S. Barnes & Co. announce for immediate publication: "Anatomical Technology: a full description of anatomical instruments and methods, with their application to the domestic cat." The volume is intended as an introduction to human, veterinary, and comparative anatomy, and has been prepared with great care by Dr. Burt G. Wilder, of Cornell, and Prof. Simon H. Gage, also of Cornell University. The volume will make an octavo of 600 pages, with numerous illustrations.

THE "Art Amateur" for September furnishes a splendid array of flower designs for painting and embroidery, and touches upon a long list of art topics in its usual practical and interesting manner. Articles on cloisonne enamels, on book binding, on the art of illumination and on curious shoes and patterns, are copiously and handsomely illustrated. The story of Palissy the potter is retold and some very interesting examples of his work are given. The frontispiece also represents a notable piece of ceramic ware, which formerly belonged to Louis Napoleon, a majolica plate decorated with the portrait of a beautiful young woman to whom, according to the Italian fashion of the sixteenth century, it was sent, heaped with fruit or confectionery, as a betrothal gift. Among other subjects discussed are painting ivory photographs, stencilling with oil colors, design in silverware, and bad taste in upholstery. Summer art events in London and Paris receive ample notice, and William Magrath, a capital painter of Irish scenes, is biographically sketched. Price \$4 per year; single copies, 35 cents. Montague Marks, publisher, 23 Union Square, N. Y.

"Littell's Living Age." The numbers of The Living Age for the weeks ending September 23d and 30th contain Mrs. Fanny Kemble's Records of her Life, and Medieval Hymns, Quarterly; Comets, Nineteenth Century; On Reading Shakespeare through Spectator; Two Italian Geographers, Saturday Review; The Foreign Trade of the United States, their Influence on the Money Market, and the Immigration which they receive, Economist; Death not Universal, Journal of Science; Adventures, Globe; with instalments of "The Ladies Lindores," "A Cat's Paw," and "No New Thing," the usual amount of poetry, and a continuation of that very remarkable article, "The Little Pilgrim," which has attracted so much notice.

With the number for October 1st, begins a new volume making this a good time to subscribe.

For fifty-two numbers of sixty-four large pages each (or more than 3,300 pages a year), the subscription price (\$8) is very low.

We will send the AMERICAN JOURNAL OF EDUCATION and The Living Age, both postpaid, one year for \$8; or for \$10.50 the publishers offer to send any one of the \$4 monthlies or weeklies with The Living Age for a year, postpaid. Littell & Co., Boston, are the publishers.

S. C. GRIGGS & Co. will issue this month A Practical German Grammar for High Schools and Colleges, by Wesley C. Sawyer, Professor of Philosophy and German in Lawrence University, Wisconsin; also, The Development of English Literature and Language, by Prof. A. H. Welsh.

They will have ready in October another volume of their series of Philosophical Classics, being Schelling's Transcendental Idealism, by Prof. John Watson of Queen's University, Kingston. "This series," says Dr. Holland of Chicago, "is the most ambitious enterprise America has yet attempted in Philosophy, and has in the name of its author the surest promise of success."

G. P. PUTNAM'S SONS will soon publish a handsome volume of W. C. Bryant's most characteristic poems, issued under the title Three Great Poems, and comprising Thanatopsis, Flood of Years, and Among the Trees, with the artistic and suggestive illustrations by Linton. They have also published the "Best Reading," a priced and classified bibliography arranged for ready reference, covering the English and American publications of the five years ending December 31, 1881, compiled by L. E. Jones; also a new book by George Cary Eggleston, entitled the Wreck of the Red Bird, which forms the fifth volume of the Big Brother series.

JOHN E. POTTER & Co., Philadelphia, announce an "Introduction to the Study of English Literature and Literary Criticism," by Professor James Baldwin. It is designed for the use of schools, seminaries, colleges and universities, and devotes one volume to poetry and one to prose.

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William Wood & Co. make a very important announcement on page 20 of this issue, in regard to the new edition of Brown's English Grammars, which have been thoroughly revised by Henry Kiddle, A. M., late Superintendent of Schools of New York city.

VERY generally the people of Missouri will endorse the opinion expressed by Rev. Mr. Barrett, editor of the Canton Press, that the Board of Curators of the State University should have elected "a better and a wiser man" than Dr. Laws as President.

A man who will stand in the presence of two hundred editors and for two hours and a half falsify history, ought, as the Post-Dispatch says, to be "kicked out" of the position of President of the State University.

The editor of the Canton Press says:

"Of Dr. Laws himself, we have no very favorable opinion, as an educator of youth or President of a State Institution, and we think the Board of Curators when they compelled the resignation of such a profound scholar and Christian gentleman as Dr. Leonard, and later vacated the chair of Prof. Swallow at the dictation of Dr. Laws, acted very unwisely, but we hope the day is not far distant when they will be able to exercise like authority toward the present incumbent of the Presidential chair, and fill his place with a better and wiser man."

WHEN we suggested, a few years ago, that Hon. James P. Slade would make an admirable man for State Superintendent of Public Instruction in Illinois, and our suggestion was followed, and he was nominated and elected, and has proved to be all and more than we stated — we did not think by any means that Belleville was the only city in Southern Illinois where that sort of timber could be found.

Prof. Slade has made a record so honorable, so satisfactory, that another party hied away to Belleville, and selected for a nominee Professor Henry Raab, his first lieutenant, and the successor of Prof. Slade as Superintendent of the Belleville Schools.

We do not doubt Prof. Raab would make an admirable State Superintendent. He has won an enviable reputation as an administrative officer and as a scholar, and is well and favorably known as an eminent educator, all over the State.

The party that nominated him honored itself in honoring him.

PROF. BOOTH does not withdraw, and he is wise in not doing so. The office of State Superintendent of Public Schools could not be filled by a worthier man. He is competent in all respects, and instead of wishing for fewer such men as nominees and officers, we wish there were more of them, for a contingency might happen where and when the services of such men might be made available.

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STATIONS	Train 1, Daily except Sunday	Train No. 3, Daily, with Through Sleeping Car Chicago to New Orleans.
Leave Chicago	8.40 a. m.	8.30 p. m.
Arrive Effingham	4.40 p. m.	3.55 a. m.
Arrive Odin	7.10 p. m.	5.45 a. m.
Arrive Centralia	7.35 p. m.	6.10 a. m.
Leave Centralia	10.06 p. m.	6.15 a. m.
Arrive Cairo	4.05 a. m.	10.50 a. m.
Arrive Martin	7.40 a. m.	1.25 p. m.
Leave Martin	10.40 a. m.	10.15 p. m.
Arrive Nashville	7.30 p. m.	10.00 a. m.
Arrive Milan	8.10 a. m.	2.45 p. m.
Leave Milan	12.55 p. m.	3.30 a. m.
Arrive Memphis	4.15 p. m.	8.15 a. m.
Arrive Jackson, Ten.	10.40 a. m.	4.00 p. m.
Leave Jackson, Ten.	10.45 a. m.	
Arrive Mobile	1.50 a. m.	
Arrive Gr. Junction	12.45 p. m.	6.00 p. m.
Leave Gr. Junction	6.22 p. m.	6.22 p. m.
Arrive Memphis	8.20 p. m.	8.20 p. m.
Arrive Jackson, Miss	10.45 p. m.	3.21 a. m.
Leave Jackson, Miss	5.40 a. m.	5.40 a. m.
Arrive Vicksburg	8.00 a. m.	8.00 a. m.
Arrive New Orleans	7.15 a. m.	11.00 a. m.

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NOTE—That passengers leaving on Train No. 1, make connection at Milan with Louisville & Nashville train, arriving at Memphis at 4:15 p. m.; also at Grand Junction with Memphis & Charleston Railroad, arriving at Memphis at 8:20 p. m.

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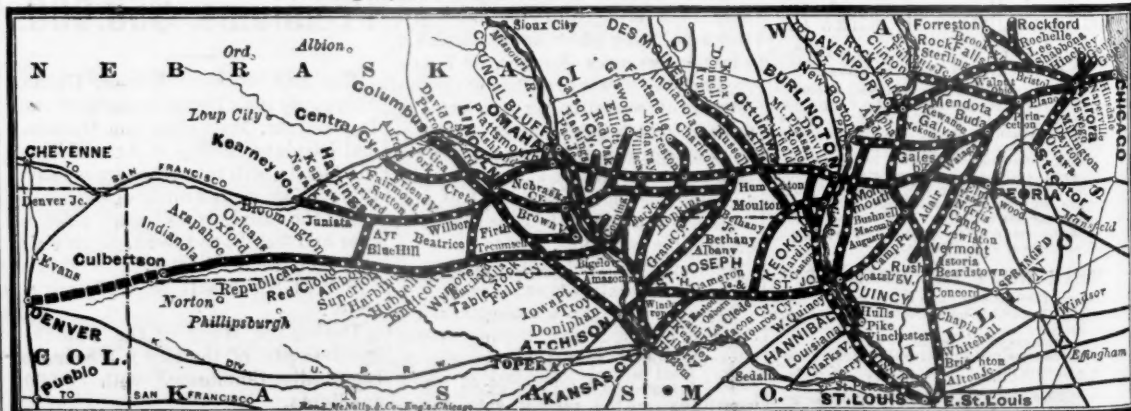
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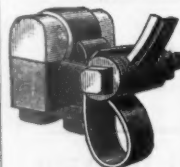
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